

THE IMPACT OF SELF-EVALUATION ON ACADEMIC PERFORMANCE DURING ADOLESCENCE

Nazirqulova Nodira G'anijanovna

Xalqaro Nordic Universiteti magistranti

Abstract: This article covers thoughts on mental processes, self-esteem and self-confidence during adolescence and student periods. Also, a number of methods for self-assessment diagnostics and increasing confidence are given.

Key words: personality, social attitudes, professional maturity, professionalism, stress, self-esteem, high ambition, (high price), realism, motivation.

First, let's take a moment to discuss student life. The student age is a phenomenon directly related to the development of higher education institutions. K. D. Ushinsky referred to this age as the "most decisive" because it is precisely during this period that a person's future is determined. He was not mistaken in calling it a highly active phase of intensive self-improvement.

The student period represents the second stage of adolescence, covering the ages of 17 to 22–25, and is characterized by a number of unique features and contradictions. Therefore, adolescence begins with an individual's awareness of their social and professional status.

The interaction between personality and activity is dynamic, and this process has been studied in psychology within the framework of the problem of specialist personality formation. The key aspects of studying this issue include the concepts of specialization, professional development, professionalism, competence, qualification, and professional maturity. The essence of the term "professional maturity" has been explored in various studies conducted by international psychologists. However, the process of forming these characteristics in the subject of labor, their manifestation in professional activities, and their interrelation with other components of specialist personality formation have not been sufficiently studied.

As we know, it is precisely from the student period that a person's professional development and career orientation begin to take shape. The issue of students' professional development and career orientation has been addressed by many scientists and researchers.

For instance, L. D. Stolyarenko described the student community as a unique social category of people who are institutionally united by higher education institutions.

According to B. G. Ananyev, the period of life from 17 to 25 years holds significant importance as the final stage of personality formation and the primary phase of professionalization. He stated that by the age of 17, an individual creates favorable subjective conditions for developing self-education skills.

I. A. Zimnaya emphasized that students are individuals who purposefully and systematically acquire knowledge and professional skills, distinguished by the highest level of education, active consumption of culture, and a high level of cognitive motivation.

It is noted that student life, and adolescence in general, is often considered a period of psychological crisis or tension, which inevitably affects their mental state. In some cases, this can even lead to stressful situations. The best solution to psychological distress and the key to professional maturity begins with an accurate self-assessment.

Self-assessment is an individual's perception of their own personality—an evaluation of their qualities, emotions, strengths, and weaknesses.

There are both adequate (high, medium, low) and inadequate levels of self-assessment, meaning that individuals may either underestimate or overestimate themselves.

A self-confident person values themselves appropriately. They are proactive, resourceful, highly ambitious, and often achieve significant results.

On the contrary, a person with low self-esteem is highly concerned with how others perceive their actions and words. They are sensitive to criticism, which reflects their low self-worth. Such individuals doubt their own abilities, limiting their achievements. They are dependent on others' opinions and tend to be less active in life.

Self-respect is one of the most essential qualities in a person's life. It begins to develop in early childhood and influences the individual's entire future. It largely

determines a person's success or failure in society and their ability to achieve harmonious personal growth. Therefore, the importance of self-esteem in personality development cannot be overstated.

In psychology, self-assessment refers to an individual's evaluation of their strengths and weaknesses, behavior, role, and significance in society, as well as their overall self-perception. To describe these aspects more precisely and accurately, various types of self-assessment have been developed.

The following types of self-assessment exist:

- Normal self-esteem, i.e., adequate.
- Low self-esteem.
- Excessive self-esteem, i.e., inadequate.

Currently, the issue of diagnosing self-esteem plays an increasingly important role, helping individuals act as the true subject of their behavior and activities, regardless of societal influence. It also helps determine their future development prospects and directions. Today, various methods for diagnosing self-esteem can be explored, as numerous techniques and approaches have been developed to analyze a person's self-worth based on different indicators.

One of the well-known methods for self-esteem diagnostics is the Dembo-Rubinstein technique. According to this method, self-esteem is assessed using three main dimensions: height, realism, and stability. During the study, all participant responses regarding their position on scales and poles must be fully considered. Psychologists believe that carefully analyzing conversations and interpreting the placement of marks on the scales provide a more precise and complete understanding of a person's self-esteem than simple numerical evaluations.

Another method for analyzing personal self-esteem is Budassi's methodology. This technique allows for a quantitative analysis of self-esteem, determining its level and adequacy by comparing an individual's "ideal self" with their real qualities. The method uses a set of 48 personal characteristics, including traits such as imagination,

thoughtfulness, and absurdity. The core of this approach is the ranking principle, which aims to establish relationships between the rating scores of personal traits included in the real and ideal self-concept. The correlation level is determined using rank correlation coefficients.

Additionally, one of the most commonly used methods for assessing personal psychological characteristics is the questionnaire method. This approach is designed to identify sixteen relatively independent personality factors.

In conclusion, the process of self-esteem development is closely linked to childhood. Whether we like it or not, the fundamental stages of self-worth formation occur within the family environment. Therefore, family and the relationships within it continue to play a key role in shaping self-esteem.

It is evident that individuals who experience mutual understanding and support from their family members tend to be more successful, independent, goal-oriented, and adequate in their self-perception. However, the ability to assess oneself accurately and build self-confidence remains a crucial issue at all times. Ultimately, this depends on an individual's personal strength and willpower

List of References:

1. Stolyarenko, L.D. *Fundamentals of Psychology*. — R/naD.: Phoenix, 1997. — p. 736.
2. Ananyev, B.G. *On the Psychophysiology of Student Age / Modern Psychological and Pedagogical Problems of Higher Education* / Edited by B.G. Ananyev, N.V. Kuzmina. — Issue 2. — L.: Leningrad State University, 1974. — pp. 3–15.
3. Zimnaya, I.A. *Pedagogical Psychology: A Textbook for Students in Pedagogical and Psychological Fields and Specialties*. — Moscow: Logos, 2000. — p. 384.
4. Badmaev, M.M. *Methods of Teaching Psychology*. — Moscow, 2001.
5. [Online Resource](#).